

ABSTRACT

Implementing Teaching Strategies to Students With Difficulties in Learning in a Mainstream Inner City School – Teachers’ Experiences

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This study investigated the experiences of three teachers as they implemented teaching strategies in the teaching of students with learning difficulties at a primary school in Trinidad and Tobago. Data were collected through interviews. It was found that while the teachers employed various instructional strategies, they experienced challenges of on-the-job stress, lack of student motivation, the impact of the community and home environment, and a lack of school policy to assist students.

Keywords: Case studies; Teaching methods; Teaching experience; Primary school teachers; Primary school students; Learning difficulties; Trinidad and Tobago